



**NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
Senate Bill 113**

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

S113-AMT-88 [v.4]

Page 1 of 4

Amends Title [YES]
PCS

Date _____, 2020

Representative Fraley

moves to amend the PCS on page 1, line 3, by rewriting the line to read:

"PSYCHOLOGY BOARD LICENSURE; TO REVISE ALLOCATIONS OF
APPROPRIATIONS FROM THE CORONAVIRUS RELIEF FUND TO ESTABLISH THE
SCHOOL PSYCHOLOGISTS RECRUITMENT AND RETENTION PILOT PROGRAM;
TO CREATE A STATUTORY DEFINITION";

and on page 2, lines 13-14, by inserting between the lines the following new section to read:

**"PART I-A. SCHOOL PSYCHOLOGISTS RECRUITMENT AND RETENTION PILOT
PROGRAM**

SECTION 1A.(a) Section 3.3 of S.L. 2020-4 reads as rewritten:

"SECTION 3.3. Allocations of Funds. – OSBM shall allocate the funds appropriated in
Section 3.2 of this act as follows:

...

(12) ~~\$10,000,000~~\$9,000,000 to the Department of Public Instruction to be
allocated in a manner consistent with the formula for the Instructional Support
Allotment. These funds shall be used for contracted services provided no later
than December 30, 2020, for school health support personnel to provide
additional physical and mental health support services for students in response
to COVID-19, including remote and in-person physical and mental health
support services. For purposes of this subdivision, the term "school health
support personnel" shall refer to school counselors, school nurses, school
psychologists, and school social workers.

(12a) \$1,000,000 to the Department of Public Instruction to implement the School
Psychologists Recruitment and Retention Pilot Program in accordance with
Section 4.2E of this act.

...."

SECTION 1A.(b) S.L. 2020-4 is amended by adding the following new section to
read:

**"SCHOOL PSYCHOLOGISTS RECRUITMENT AND RETENTION PILOT
PROGRAM**

SECTION 4.2E.(a) School Psychologists Recruitment and Retention Pilot Program;
Purpose. – Due to the coronavirus disease 2019 (COVID-19), the accompanying increased



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1 demand for school mental health services, and the insufficient number of school psychologists
2 available in many local school administrative units to address the mental and psychological
3 impacts of COVID-19 among students and school personnel, the State Board of Education shall
4 use the funds allocated in subdivision (12a) of Section 3.3 of this act to establish the 2020 School
5 Psychologists Recruitment and Retention Pilot Program (Program). The purpose of the Program
6 is to do the following:

- 7 (1) Recruit high-quality school psychologists to qualifying local school
8 administrative units.
- 9 (2) Retain high-quality school psychologists in qualifying local school
10 administrative units by providing signing and retention bonuses to select
11 school psychologists.
- 12 (3) To the extent funds are available after providing signing and retention bonuses
13 for school psychologists, provide supplemental compensation for mentors of
14 school psychologists hired pursuant to the Program and compensation for
15 school psychology interns working in a qualifying local school administrative
16 unit.

17 **SECTION 4.2E.(b)** Definitions. – For purposes of this section, the following definitions
18 apply:

- 19 (1) High-need qualifying local school administrative unit. – A qualifying local
20 school administrative unit that employed zero school full-time psychologists
21 in the prior school year.
- 22 (2) Qualifying local school administrative unit. – A local school administrative
23 unit that meets either of the following criteria:
 - 24 a. Employed two or fewer full-time school psychologists in the prior
25 school year.
 - 26 b. Had a ratio of school psychologists to students that was at one school
27 psychologist for every 1,900 or more students in the prior school year.
- 28 (3) Recruitment and retention coordinator. – The person at the Department of
29 Public Instruction, under the direct supervision of the Superintendent of Public
30 Instruction, who is responsible for administering the Program.

31 **SECTION 4.2E.(c)** Implementation. – The recruitment and retention coordinator shall
32 coordinate with qualifying local school administrative units to allocate funds for the Program,
33 subject to the following requirements:

- 34 (1) Bonuses for school psychologists shall be conditioned on the existence of an
35 agreement between the qualifying local school administrative unit and the
36 school psychologist that is (i) approved by the recruitment and retention
37 coordinator and (ii) at a minimum, includes the following provisions:
 - 38 a. The school psychologist agrees to remain employed in the qualifying
39 local school administrative unit as a school psychologist for three to
40 five years, as negotiated by the parties.
 - 41 b. The school psychologist agrees to return bonus funds to the
42 Department of Public Instruction on a prorated basis if all of the
43 following criteria are met:

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1. The school psychologist does not remain employed in the qualifying local school administrative unit as a school psychologist for the agreed upon period of time.
 2. The school psychologist has not been terminated due to death, a reduction in force, or disability that prohibits him or her from carrying out the essential functions of the job.
- (2) No individual bonus for a school psychologist shall be greater than thirty thousand dollars (\$30,000).
- (3) In determining how to allocate funds for the Program, the recruitment and retention coordinator shall have as a first priority high-need qualifying local school administrative units. The recruitment and retention coordinator shall have as a second priority qualifying local school administrative units with a ratio in the prior school year of one school psychologist for every 2,000 or more students. The recruitment and retention coordinator shall also consider the unique factors of each qualifying local school administrative unit, including all of the following:
- a. The level of resources available to the qualifying local school administrative unit that would receive the funds.
 - b. The overall impact on student mental health in the qualifying local school administrative unit if the funds are provided.
 - c. The history of difficulty in recruiting or retaining school psychologists at the qualifying local school administrative unit.
 - d. The likelihood of success in recruiting or retaining school psychologists at the qualifying local school administrative unit without a bonus.
- (4) The recruitment and retention coordinator shall not provide any funds to a qualifying local school administrative unit unless the unit agrees that the funds will be used to supplement, and not supplant, local funds for school psychologists.
- (5) Except as otherwise provided in this subsection, the recruitment and retention coordinator has discretion over the allocation of funds.

SECTION 4.2E.(d) Report. – By September 30, 2020, and every subsequent three months in which funds are awarded, the recruitment and retention coordinator shall report to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division on the identity of the qualifying local school administrative units receiving funds, the amount of funds received by each qualifying local school administrative unit, and the purposes for which the funds were used.

SECTION 4.2E.(e) Funds. – Of the funds allocated to the Department of Public Instruction for the Program pursuant to subdivision (12a) of Section 3.3 of this act, the Department shall use up to one hundred thousand dollars (\$100,000) to establish one new, full-time equivalent recruitment and retention coordinator position at the Department to administer the Program."".

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SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____